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ABSTRACT

This voluntary plan for the interdistrict exchange of students responds to a desegregation court order issued to the St. Louis, Missouri Board of Education. Among the criteria cited as necessary to the operation of permissive interdistrict transfers were: (1) eligibility of a student to transfer to a district and school where the student's race is in the minority; (2) determination of space availability by the host district; (3) agreement by the host district to provide the same educational services to the transfer student as are provided its own students; (4) agreement by participating districts to provide information on space availability by school and by grade; (5) the right of eligible students to apply for a specific school in which space has been identified; and (6) agreement by participating districts to actively promote interdistrict transfer. Criteria for student selection, evaluation of building capacity and site selection for magnet schools and other special programs, staff exchanges, parent/community involvement, transportation policies, and administrative coordination are also examined. A discussion of finances includes an itemized budget summary for the plan. The budget also describes activities for the implementation of the plan over a three year period, and includes the estimated number of students involved during each phase. (JCD)

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A VOLUNTARY PLAN FOR THE INTERDISTRICT EXCHANGE OF STUDENTS AND RELATED PROGRAMS

Saint Louis Public Schools
Saint Louis
Missouri

U.S. DEPARTMENT OF EDUCATION
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IN THE UNITED STATES DISTRICT COURT
FOR THE EASTERN DISTRICT OF MISSOURI
EASTERN DIVISION

EYVON MENDENHALL
U. S. DISTRICT COURT
E. DISTRICT OF MO.

CRATON LIDDELL, et al., Plaintiffs, v. THE BOARD OF EDUCATION OF THE CITY OF ST. LOUIS, MISSOURI, et al., Defendants.	)	NO. 72C 100(C)

PLAN UNDER THE ORDER OF MARCH 4, 1981

INTRODUCTION

Submitted herewith is a plan for the voluntary interdistrict exchange of students in response to this Court's order of March 4, 1981 A brief word of explanation is in order. Several important topics are not addressed. The State was specifically ordered by this Court on December 19, 1980 to provide certain information. They have not thus far. The other reporting parties (the U. S. and City Board) are precluded from discovery on 12(a) matters by order of this Court. In the interest of maximizing ultimate participation the other reporting parties did not pursue this information. Because the Plan in its submitted form was just finalized today, there has not been the opportunity to reach agreement on it with surburban school districts. Also the financial component is not finalized until the Court's approval. Copies are being provided to all potential cooperating districts. If the Court approves this Plan then diligent efforts will be made to reach agreement with as many districts as possible.

This Plan is a viable 12(a) plan. It could substantially

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eliminate the racial isolation remaining in the public schools of the City of St. Louis. It is not, however, the only plan which could accomplish that end. But it is the best plan before the Court.

The Plan is basically patterned after Dean Foote's plan with consideration being given to Dr. Orfield's comments on that plan. There is one area of apparent major difference. Dean Foote's plan expressly contemplated the resolution of the inter-district aspect of this lawsuit as a precondition to agreement to participate in that plan. This Plan does not. This difference is more apparent than actual. The plan submitted is designed and intended to obviate the necessity of any "inter-district" "mandatory" phase of this case. It will "work" and "work now" given the active support and cooperation of the school districts of the metropolitan area.

No "implementation" section is included herein. This is because this must be negotiated with the individual districts concerned. If a plan is to be implemented this fall it is of paramount importance that the Court at the earlies opportunity, after any hearing which may be necessary , order this Plan or an equally effective Plan into effect by directing the State to implement the Plan consistent with the December 19, 1980 Order. After the entry of that Order a prompt report will be made to the Court as districts agree to participate.

A VOLUNTARY PLAN FOR THE
INTERDISTRICT EXCHANGE OF STUDENTS
AND RELATED PROGRAMS

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The Plan is divided into nine major components:

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I. IN GENERAL

A. GENERAL CHARACTERISTICS

These general characteristics apply to all of the following elements of the Plan:

1. The Plan is voluntary in philosophy and fact. This point is central to this Plan and distinguishes it from other alternatives. The word "voluntary" as used throughout should be understood in its usually accepted sense, specifically:

NO STUDENTS WOULD BE REQUIRED TO ATTEND ANY SCHOOLS BUT THOSE TO WHICH THEY WOULD NORMALLY BE ASSIGNED. THE PLAN PRESENTS ADDITIONAL OPTIONS AND INCENTIVES FOR STUDENTS, PARENTS, AND SCHOOL DISTRICTS. EVERY DECISION CONCERNING THE CHOICE OF SCHOOLS AND DISTRICTS OTHER THAN STUDENTS' HOME SCHOOLS AND DISTRICTS WOULD BE MADE BY STUDENTS AND THEIR PARENTS.

PURSUANT TO THE INTERIM PROGRESS REPORT FILED BY THE UNITED STATES, THE STATE DEFENDANTS AND THE CITY BOARD, PARTICIPATION IN THIS PLAN IS NEITHER AN ADMISSION OF LIABILITY NOR AN ELEMENT OF PROOF OF LIABILITY OF ANY SUBURBAN SCHOOL DISTRICT IN AN INTERDISTRICT SCHOOL DESEGREGATION CASE.

2. This Plan is designed to lead to an educationally sound and relatively expeditious means of promoting racial desegregation of the public schools throughout the metropolitan area, provided that a sufficient number of school districts in the metropolitan area agree to participate and the Plan proves effective.

3. The provisions of this Plan, which a Participating District would voluntarily accept, would constitute formal commitments toward furthering desegregation. All districts would be encouraged to adopt any additional reasonable educational or other programs that would further desegregation, whether or not it was part of this Plan. All Participating Districts would

acknowledge a responsibility not to engage in any purposeful and intentional segregative activities, and would adopt procedures to insure that transfers other than those occurring under this Plan are prohibited if they would increase segregation.

This Plan presents what could realistically be accomplished given the time to implement all components. Should an Order to implement the Plan be issued "late," it may be necessary to adjust some components and implement fewer than four new magnet schools, for example.

B. DEFINITIONS

"Magnet Program", as used here, means a specialized educational offering in an existing school or elsewhere that student would choose for part of their educational experience while retaining primary affiliation with their "home" schools.

"Magnet School", as used here, means a school offering a specialized program of instruction to students assigned there on a full-time basis.

"Part-time Integrated Programs" are educational activities in which students from two or more schools cooperatively engage, usually at an educational, cultural or governmental institution other than the participating schools. A requirement is that at least one of the paired schools must not have a majority black enrollment.

"Regular Programs" are non-magnet school programs. In the St. Louis Public Schools, regular school programs are generally organized in the following grade configurations: Kg.-5, Kg. 6-8 and 9-12.

"Metropolitan Area", as used here, means the City of St. Louis, St. Louis County, St. Charles County and Jefferson County.

Because any school district would participate voluntarily, no district in any of these jurisdictions would be excluded from participating in the Plan. All would be welcome.

"Participating Districts", as used here, means those districts that decide to participate in the Plan, as it may evolve. Not all districts may decide to do so. They would not be part of the Plan, and they are not included in the phrase, "Participating Districts."

Participating Districts enter into this Plan in good faith, for good reasons, especially educationally sound reasons, in the best interests of the community and especially of the students living within their borders.

"Plan Ratio", as used here, refers generally to the approximate existing racial ratio of students in the public schools in the Metropolitan area, as defined above, 75 percent white - 25 percent black. The Plan Ratio converts this approximate ratio into a more flexible range of from approximately 65 percent white - 35 percent black to approximately 85 percent white - 15 percent black.

The Plan Ratio as applied to Participating Districts is explained in detail in Section II of this Plan. Generally, using the approximate existing racial ratio in the area described, it reflects both the long range central objective of this Plan, and the necessity of certain realistic limitations to achieve it. The central objective of the Plan Ratio, like the central objective of this entire Plan itself, is to expand substantially educational and other choices for all children, as described more fully in these pages, all to the end that racial isolation throughout the metropolitan area be substantially -- but voluntarily -- decreased. The Plan Ratio is a short term limitation in that it establishes the maximum racial ratios that

this Plan would require of any Participating District.

"Space Available" is the number of individual spaces for students within a school district not being filled by resident students of the district. Considerations regarding space available assume the following:

1. School districts receiving transfer students will be reimbursed for expenses of all transferring students, and, thus, will be able to hire additional staff as necessary to accommodate transferring students.
2. Currently unused space (i.e., closed buildings) may be considered as potential available space in determining the number of transfer students a district indicates it can accept.
3. Students from the district who choose to participate in magnet programs would open up space in their assigned schools. An estimate of the number of students in each district who would enroll in magnet schools will be made by the participating district to include in the determination of space available in the regular schools.
4. It is recommended that the State carry final responsibility for determining the number of spaces available for student transfers within each district.

Space available in a district is based upon building capacity and resident student enrollment.

A particular school building, when identified as a grade school, middle or junior high school, or high school, has a building capacity based upon the following criteria:

1. The number of rooms with appropriate equipment available for regular graded instruction; there may well be other rooms used for instruction in special curricular areas which would not be counted in

determining the number of rooms available.

2. The pupil-teacher ratios of the grade levels in the school.

A formula for computing spaces available on an individual school basis is:

Total number of classrooms in building minus classrooms used for special purposes times pupil teacher ratio minus anticipated enrollment equals space available.

E.g., Total number of classrooms: 25

Classrooms for special purposes: 3

1 science room

1 reading lab

1 math lab

Pupil teacher ratio: 25

Anticipated enrollment: 450

[(25-3) x 25] - 450 = Available spaces

22 x 25 = 550 - 450 = 100

To the figure derived in this manner, the "plan ratio" would be applied to arrive at a total number of spaces available.

"Students", as used here, includes elementary and secondary - maybe even pre-school - students throughout the St. Louis metropolitan area. Some of the following suggested programs will apply exclusively, or more particularly, to one group of students or another, as will be evident. The intent throughout, however, is to involve voluntarily students in educational programs that also decrease segregation, because the students and their parents want them to be there.

"Host District", as used here, is the participating district which receives a student who transfers from another district pursuant to this Plan.

"Home District", as used here, means the participating district which is the district of residence of the student transferring to another district pursuant to this Plan.

C. GOALS

1. To provide full-day integrated experiences for over 1,500 city and county students through establishing four magnet schools.
2. To provide opportunities for full-day integrated experiences in regular programs for as many city and county students as feasible based on spaces available and volunteers from city and county students.
3. To provide part-time integrated experiences for city and county students who are hoped to be in excess of 10,000 through cooperatively planning and implementing educational experiences at selected city and county educational, cultural and governmental institutions.
4. To provide opportunities for participation in half time specialty programs for approximately one hundred white county students.
5. To provide opportunities for white county students and black city students to attend existing magnet programs following guidelines for magnet school enrollment.
6. To develop processes for and implement staff exchanges between participating districts.
7. To develop and implement opportunities for city/county parent/community involvement.
8. To cooperatively plan and implement administrative organizational structure for implementing the voluntary metropolitan plan.
9. To develop a process for and implement, if interests indicate, a practice of sharing centralized managerial

and instructional services, i.e., Data Processing and Purchasing.

10. To provide staff development activities for the personnel involved in staff exchanges.

II. THE EDUCATIONAL PLAN AND ITS PROGRAMS

The Plan has three broad segments:

A. Permissive, interdistrict transfers to existing programs that already have available space (or where space will be made available) when the transfer would decrease racial segregation;

B. Specialized "magnet" schools and "magnet" programs that could be either full-time or part-time;

C. Educational programs designed to increase and promote constructive experiences for students of different races, but not necessarily in traditional "academic" settings or within or by virtue of association with schools.

A. PERMISSIVE, INTERDISTRICT TRANSFERS TO EXISTING PROGRAMS

1. Students Eligible

Students who are members of the racial majority of the student population at a school in any Participating District have the right to transfer voluntarily to a school and district in any Participating District in which they would be in the racial minority, on certain conditions. These permissive interdistrict transfers would be enjoyed by students in all Participating Districts to other Participating Districts (the ideal being all in the metropolitan area).

2. Conditions Governing Permissive Interdistrict Transfers

There are three principal conditions for the exercise of interdistrict transfer rights: (a) The right may be exercised only when space is available in the host district and host school; that is, no student in the host district would be displaced by a permissive interdistrict transfer student. (b) Participating Districts would agree to accept only so many permissive interdistrict transfer students that the racial percentage of students of either race in the host district did not exceed that of the "Plan Ratio" (although each participating district would commit itself to accepting a minimum number of students each year as hereinafter described.) (c) The host district would not bear any of the incremental costs of educating interdistrict permissive transfer students from other districts (see Finances, Section VIII below).

Each of these three conditions is explained below.

a. Space available -- how determined

The host Participating District would determine the space available for permissive interdistrict transfer students according to the definition and criteria stated in Section I, B above.

So that all Participating Districts have the opportunity to participate, each Participating District with an enrollment of 8,000 students or less will make available each year at least 50 spaces, and each Participating District with an enrollment of over 8,000 students will make available at least 1 [illegible] spaces. This would be regardless of the "Plan Ratio". Additionally, at a minimum each Participating District would agree to make available for transfers under this Plan spaces equivalent to the sum of the number of transfers in the previous year plus one percent of its current resident enrollment. This would be limited

by the "Plan Ratio" if the Participating District so desired. Any District which did not receive sufficient transfers to fill these minimum spaces would actively recruit students to fill those spaces.

b. The "Plan Ratio", as applied

Each Participating District with a student population that is majority white would accept up to as many black permissive interdistrict transfer students as would constitute 15 percent of the total student population in that district, except that no Participating District would be required to accept more black permissive interdistrict transfer students than would raise the overall percentage of blacks in the total student population higher than 25 percent. A participating district that is majority black would accept white transfers up to the "Plan Ratio".

3. Criteria for Operation of Permissive Interdistrict Transfers

a. After the first year of the Plan's operation, students must exercise their right to choose before March 1 of each year to be eligible for priority consideration. After that date, each year, they would be treated like any other student from another Participating District, on a first-come, first-served basis. Once a student exercises his or her right to participate in the Plan submitted herein they will continue in said Plan until they affirmatively withdraw from participating by notifying the host district or Coordinating Committee on or before March 1 of any school year for withdrawal from the succeeding school year.

b. Students who have elected to transfer under this Plan would remain students of the host district until they chose to return to the district where they reside. These students

would not have to transfer each year or exercise a transfer choice to remain in the host district. The Board of Education of the City of St. Louis would affirmatively recruit white students under this Plan and other participating districts would cooperate in this effort.

c. Students exercising this right of permissive interdistrict transfer among Participating Districts would choose the district they would prefer to attend, subject to the conditions described here. If there were "space available" for the students, as described at pp. 6-7, the host district would have the right to assign the permissive interdistrict transfer student to the appropriate school. Permissive interdistrict transfer students, however, could express their preference, and the host district would accommodate those preferences, if possible. If more permissive interdistrict transfer students applied to attend school in a Participating District than there were spaces available, these students could list additional choices of host districts in order of preference, and this procedure will be followed for each such choice. Each Participating District will develop procedures to insure that permissive interdistrict transfer students are not resegregated through educationally unjustified assignments. Participating Districts will apply disciplinary standards and procedures in a nondiscriminatory fashion.

B. MAGNET SCHOOLS AND MAGNET PROGRAMS

1. Description

Magnet schools are those schools offering a specialized program of instruction designed to attract students who have specialized interests. Present magnet schools offer full-day programs that include all requirements for graduation or

promotion to the next grade as it may be appropriate. The educational purpose for each magnet school is combined with the objective of decreasing racial segregation.

This Plan, therefore, recommends the replication of two magnet schools in the city, which will be patterned as follows:

a. Individually Guided Education at Woerner (1-8).

b. Academy of Basic Instruction with the Mastery Learning Approach at Lyon (Kg.-8). (Kindergarten will be all day and magnet.)

In addition to the two replications, two programs which have proven popular in the past will be expanded. Stix Investigative Learning Center will become a 5-8 (Kg. for neighborhood) center while a 1-4 Investigative Learning Center will be established at Mason School. The Visual and Performing Arts Center at Shaw School will become a 5-8 (Kg. for neighborhood) center and a 1-4 Visual and Performing Arts Center will be set up at Gardenville School.

The rationale for selecting sites to house these programs was based on the following criteria:

c. Availability of space, i.e., a closed building.

d. Recommendations from the Building Department of the Board.

e. Adequacy of the facility for the program suggested to go into that school.

f. Those locations readily accessible to both black and white areas.

g. Proximity to major transportation arteries.

h. Impact upon neighborhood student population.

2. Policies

SUBJECT TO THE BASIC PRINCIPLE OF 50%-50% RACIAL ENROLLMENT:

a. Students from suburban school districts who apply for admission to existing magnet schools shall be admitted on a first priority basis, if their transfer from the district of origin does not increase racial isolation in that district or in the St. Louis Public School.

b. Present magnets which are being replicated at new sites with new grade configurations (such as the Investigative Learning Center) will admit students according to the following policy:

   i. The present enrollment of the school will be given first preference.

   ii. Second preference will be given to city black and county white students.

   iii. Third preference will be given to city white students.

c. New replication of present magnets will admit students according to the following policy:

   i. Priority consideration will be given to black city students and white county students.

   ii. Second preference will be given to white city students.

3. Procedures

a. All applicants to magnet schools must make formal application to one of the Recruitment and Counseling Centers for processing. Working cooperatively, the centers will send to individual students one of the following:

   i. Notices of acceptance and assignment.

   ii. Notices of acceptance and placement on waiting lists.

iii. Notices of rejection.

b. A time line will be developed providing cut-off dates for each priority of students.

C. PART-TIME EDUCATIONAL PROGRAMS

1. Description

Part-time programs are of two categories:

1. Part-time ancillary programs
2. Part-time specialty programs

Many of the part-time ancillary programs are presently in operation in the St. Louis Public Schools and would be expanded to include participating districts.

Among those programs presently in operation which will be expanded are the following:

1. Pairing and Sharing
2. The Law and Education Project
3. Springboard to Learning
4. Career Education
5. The School Partnership Program
6. Ethnic Heritage
7. Radio Station KSLH

Another program which can be expanded for the benefit of both city and county students is the English as a Second Language (ESL) program. This program is presently operation in three schools that have been designated as ESL Centers. Students must be enrolled in the school and show need of ESL services before they can participate.

Additionally, cultural/educational institutions with long-standing and enviable records for their educational programs for school children as well as the adult community have committed to cooperatively participate in programs specifically designed to bring together students from city and county schools. They

have well-trained staffs and well-equipped facilities for extending learning experiences beyond conventional classrooms to the broader environment of the community and the world at large. The institutions involved are:

KETC-TV

McDonnell Planetarium

Missouri Botanical Garden

Missouri Historical Society

Museum of Science and Natural History

Saint Louis Art Museum

Saint Louis Symphony

Saint Louis Zoo

United Nations Association

Urban League Library

The voluntary integration program to be offered by these institutions will be a cooperative effort between each institution and the participating schools. As a first step, the institutions will establish certain general guidelines for their respective programs and extend the opportunity for participation to schools in the City and County. Faculty members and administrators will recommend students for participation in the programs.

While the format and scope of the programs will vary from institution to institution, each will have a common denominator: To bring together racially mixed groups of students from the metropolitan area districts periodically for program of unique educational value.

Approximately 3,000 students are expected to be involved in the programs which are being funded by grants from a private foundation for the 1981-82 school year.

Additionally, it is envisioned that cable television could become an integral part of the metropolitan voluntary plan.

Students enrolled in part-time specialty programs attend classes a half-day for a complete semester or a full year. These programs include:

Honors Art

Honors Music

Public Safety

Transportation

Mass Media

The last two programs listed are located in regular high schools. A student may participate by enrolling in that high school or by spending one-half day in his/her home school and the other half in the high school of the specialty. Honors Art and Honors Music are in a school setting which houses only these programs. For these two programs students must spend one-half day in their home school and the other half day in Honors Art or Honors Music Program. Public safety classes will be held at the Police Academy or the Fire Academy. All specialty programs are at the secondary level.

2. Policies and Procedures

a. Pupils must apply for admission into part-time specialty programs and will be admitted on a first come, first served basis with consideration being given to racial balance.

b. Part-time ancillary program experiences will be cooperatively planned and implemented by staff at the participating schools and institutional staff where appropriate.

D. REGULAR PROGRAMS

1. Description

Regular school programs are non-magnet programs which follow basic curricular guidelines of the state and city. St. Louis

Public Schools are, for regular programs, generally organized in the following grade configuration: Kg.-5 for elementary schools, 6-8 for middle schools and 9-12 for secondary schools. The guiding principle for the exchange of students is "majority to minority".

Enrollment in one of the city high schools, although not required, would facilitate participation in the half-day specialty programs previously mentioned.

Science laboratories, industrial arts and home making centers are a part of every middle school. Additionally, each middle school has a library and, at least, the services of a part-time librarian. Elementary schools have the advantage of working with students in the range of Kg.-5 only. Fifth grade students have opportunities in a Kg.-5 school that are not available to them when they are in schools with higher levels of students. These students get to serve on school patrol forces and to serve as tutors, if the school provides these services. Fourth grade students may have some leadership responsibilities that would be expected of older students were they in the school. Primary students have the advantage of relating to students nearer their chronological, physiological and sociologal levels. Extended day services will be provided at two elementary schools in the city, Henry and Wyman.

2. Policies and Procedures - Criteria for the Operation of Permissive Interdistrict Transfers

The following criteria, subject to revisions which are consistent with the purposes of this Plan and mutually determined as necessary by participating districts shall govern the operation of the permissive interdistrict transfer component:

a. A student whose race is in the majority in the home school district is eligible to transfer to

a district and school where the student's race is in the minority on a "space available" basis.

b. The host district will determine the space available. A procedure or formula for determining the space available for transferring students is presented in Section I.

c. The host district would agree to provide the same educational and related services to the permissive transfer student as are provided its own students. The commitment to accept the student would be for the duration of the student's voluntary participation.

d. Participating districts will agree to provide information on space available by school and by grade. Information shall also be provided for dissemination that will include mention of special characteristics of each school with available space including program strengths, enrollment, racial composition, extra curricular activities, parent organizations, location, and any other information that would reasonably be expected to assist parents and students in making an informed choice.

e. An eligible student may apply for a specific school in which available space has been identified. It would be permissible for a student to list several choices of schools in the order of preference to allow for the possibility that space in the school of first choice is filled prior to the processing of the application.

f. Participating districts would agree to actively promote the permissive interdistrict transfer

program through positive discussions and presentations to its students, through the distribution of written information about the choices available, and by other appropriate means.

g. The commitment of a host district to permissive interdistrict transfer students (once they were accepted, as described elsewhere in this Plan) would be to offer to them throughout the duration of their education in the host district the same educational and related services offered to its own students.

h. Permissive interdistrict transfer applications will be approved for eligible students on a first come, first served basis, subject to the following priorities:

   i. Black students who live in the City of St. Louis and white students who live in majority white county districts.

   ii. Any eligible black student attending a school with an enrollment that is 90 percent or more of the student's race.

   iii. All other eligible applicants.

i. The host district would honor the grade placement for the student as certified by the sending district.

j. A permissive transfer student may elect to return to the home district by giving notice in compliance with this Plan, i.e., by March 1 of the preceding year, without penalty to a host district that had fully complied with this Plan.

k. Participating districts will apply disciplinary standards and procedures in a non-discriminatory manner.

l. The host district would acknowledge the acceptance and enrollment of a permissive interdistrict transfer student. The acknowledgment of acceptance should include a written notification of acceptance to the parent, the sending school, and the Recruitment and Counseling Center. Should the transfer be terminated, a written acknowledgment would be provided the parent, the sending school, and the Recruitment and Counseling Center. In addition, participating districts would agree to exchange student transcript information as needed.

m. The Recruitment and Counseling Center, with its staff increased by representatives from participating districts, would process all applications for permissive transfers, conduct recruitment drives in the participating districts, conduct related advertising campaigns, and coordinate the development and dissemination of information about the choices available to students.

n. The Recruitment and Counseling Center would keep an up-to-date record of all permissive interdistrict transfer students and the status of such transfers.

III. STUDENTS, CRITERIA FOR SELECTION AND RELATED MATTERS

Any students transferring interdistrict for any program would meet the same criteria for admission and responsibilities that apply to students of the host district.

Once admitted, permissive interdistrict transfer students would be expected to meet the same general standards, academic

and other, as applied to students of the host district. Once admitted, permissive interdistrict transfer students would be eligible to participate in all school programs, (academic, athletic, extracurricular and other) and would not suffer any disability or ineligibility because they are permissive interdistrict transfer students.

Students who had demonstrated disruptive behavior in their home district could be prohibited from participating in the permissive interdistrict transfers. All Participating Districts would agree to notify others and provide any available, substantial evidence of disruptive behavior of a student proposing a permissive interdistrict transfer to another Participating District.

IV. STAFF EXCHANGES

1. Description

The success of a metropolitan desegregation plan will be facilitated by the provision of personnel with understanding and sensitivity for the concerns and needs of students and parents involved in new experiences at unfamiliar sites. Staff exchanges would allow for meeting this need by making available in receiving districts professional personnel from the sending districts.

Staff personnel in various capacities might agree to work in a district other than their home district for a specified period. During that time, they would report to and operate under all rules and regulations of the district in which they are working.

Some basic assumptions for staff exchanges follow:

1. That the district from which a staff member comes would continue to pay that person on the salary scale for that district.
2. That teachers/administrators will have an opportunity to confer prior to the assignment.
3. That all arrangements as to the number of staff that would transfer and the duration of such transfers would be reached cooperatively.
4. That opportunity for flexibility would be built into these arrangements.

2. Policies and Procedures

Staff exchanges involve a staff member from one district volunteering to work in another district in the same capacity he/she is presently serving, unless otherwise agreed upon.

The following guidelines, consistent with the purposes of this Plan and subject to whatever revisions are mutually determined as necessary by participating districts, will be followed in implementing staff exchanges.

a. A staff member of satisfactory or above rating may volunteer to participate in the staff exchange program.
b. Short term one-to-one staff exchanges may occur as follows:
   i. Principal of school A in the city or county will serve in school B in the city or county for a month, two months or whatever the agreed upon time.
   ii. Other staff of school A in the city or county will serve in school B in the city or county for a month, two months or the agreed upon period of time.

c. Long term voluntary exchanges would involve a staff member declaring willingness to serve in a district other than the one to which presently assigned for a semester, a year or an indefinite period of time.

d. Guidelines would be established for staff exchanges to assure compliance with Court orders.

e. No district would displace present personnel to accept personnel from another district.

f. Teachers who participate in staff exchanges would attend workshops/seminars which would help prepare them for their new assignments.

Final details, to assure equity, will be developed as the Plan evolves.

V. PARENT/COMMUNITY INVOLVEMENT

1. Description

One of the current thrusts in education nation wide is the concept of parent involvement in schools. At many local levels throughout the United States, boards of education have organized and implemented departments which function in this particular capacity. The focus of such programs is to improve the quality of education for children.

By setting up and locating parental involvement program centers in strategic places throughout the entire Metropolitan Area, parents will be provided a comfortable setting in which to learn about the developmental stages of children, how to develop positive self-concepts in their children, how to provide meaningful assistance with school work and through participation in field experiences, and how to provide meaningful trips to places of interest for their children.

Activities such as slide presentations, seminars and group discussions will be utilized in assisting parents to gain knowledge and skills in helping their children. Topics would include programs from The Master Package for Bowdoin Method, i.e.:

a. Parents and Teachers
b. Vocabulary Building
c. How Your Child Learns
d. Words That Win Children
e. Instead of Nagging
f. The Importance of Good Feelings
g. How Things Look
h. Getting Ready for Reading
i. Help Your Child Read Better

Parent and community organizations in conjunction with respective school staff would work cooperatively to open and keep open the lines of communication between school, home and community.

2. Policies and Procedures

- Public information liaison persons will be assigned where needed.
- Parental involvement specialists will be assigned where needed to serve as technical assistants to school principals, parents and community groups.
- Training in developing communication, leadership and parenting skills will be provided.

VI. TRANSPORTATION

1. Description

A transportation system would have to evolve as the Plan evolves. No precise transportation plan can be drawn until

the number of participating districts and permissive interdistrict transfer students is determined. For the beginning at least, however, there should be transportation in place to meet preliminary estimates of students who may be interested in participating in any aspect of the Plan.

Transportation experts, presumably including those at the State and local level, will have to resolve the details of routes, distances and kinds of transportation as the balance of the Plan is determined.

2. Policies and Procedures

- Transportation will be provided for interdistrict permissive transfer students enrolled in regular/magnet programs who reside more than one mile from the school site.
- Transportation will be provided for students enrolled/participating in:
    - part-time ancillary programs
    - half-time specialty programs
- Board owned and operated buses of participating districts will be used to transport students where possible and contracted bus service will be utilized.
- Students will be provided with bus passes where feasible.
- In certain situations, other suitable means of transportation will be provided.

3. Financing

It is the intent of the parties hereto that the Coordinating Committee established herein in conjunction with the State Department of Elementary and Secondary Education shall be responsible for negotiating transportation contracts for the purpose of transferring students participating in the Plan filed herein. Inasmuch

as the State of Missouri will be responsible for funding any transportation costs of the Plan submitted herein and because the State Department of Elementary and Secondary Education possesses the necessary expertise, all transportation contracts and routes established pursuant to this Plan must first be approved by the State Department of Elementary and Secondary Education.

VII. ADMINISTRATIVE COORDINATION

The operation of a voluntary exchange of students between the city and the county requires central coordination, What follows is a series of recommendations which could insure successful management of the Plan, but would not impinge on the autonomy of the participating districts.

1. Coordinating Committee

A coordinating committee should represent a broad base of interests. Representatives from State Department of Education, industry, labor, civic organizations as well as representatives from the participating districts would comprise such a committee. Members of this committee must be strongly supportive of the concept of voluntary exchange. Presidents of Boards of Education and superintendents of participating districts would convene to select the members of this committee.

2. Central Coordinating Staff

This staff should have as their responsibility the management of the Plan. Sufficient full-time staff members should be assigned from each participating district to ensure the efficient implementation and operation of the Plan. A director should be appointed to provide general supervision for the staff. The financing of the Central Coordinating Staff can not

be determined until the number of participating districts is available.

The Central Coordinating Staff will assist participating districts in functions listed below:

a. Planning and implementing new magnet school programs.

b. Developing policies and procedures related to the Plan.

c. Coordinating staff exchanges.

d. Supervising recruitment and counseling in student exchanges.

e. Coordinating dissemination of information on programs to the community.

f. Assisting in identifying possible sites, building capacities and spaces available.

g. Assisting in developing and implementing an effective system for transporting students.

h. Coordinating services in the area of safety and security.

i. Coordinating staff development activities in order to prepare staff to function in integrated settings.

j. Coordinating other administrativ activities as needs become apparent.

3. Centralized Management and Instructional Support Servic

There are a variety of managerial services required by any school district. It may be that resources c uld be pooled in some of these service areas to provide more cost effective, efficient services.

Some management type services are listed below:

a. Food Service

b. Data Processing

c. Evaluation and Research

d. Information Support Services

e. Purchasing

Some instructional support type services are listed below:

a. Staff Development

b. Instructional Planning and Program Development

c. Audio Visual Services

The listings above reflect the kinds of services available within the St. Louis Public Schools. As participating districts cooperatively plan, additional services may be added. Any district participating in the sharing of centralized services must also be participating in the student exchange component.

4. Recruitment and Counseling Centers

The Recruitment and Counseling Center will continue to function as per the St. Louis Public Schools Desegregation Plan.

A Recruitment and Counseling Center for the Plan will be established in a central location in St. Louis County.

This Center would be staffed by:

a. An assistant director

b. Two twelve month counselors

c. Two twelve month social workers

d. One twelve month data processing coordinator

These centers would be coordinated by a Director of Recruitment and Counseling Centers. The city summer satellites will continue to be located in the southeast, southwest, northeast and northwest sections of the city.

Four additional summer satellite stations would be established as follows:

a. One in Jefferson County staffed by a counselor (summer only)

b. One in St. Charles County staffed by a counselor (summer only)

c. Two in St. Louis County each staffed by a counselor and a social worker (summer only)

Clerical help on both a part-time and a full-time basis would be necessary.

Any student involved in this Plan, either in a part-time specialty program (see Section II) or in a full-time program, would be processed through the Recruitment and Counseling Centers. Students involved in part-time ancillary programs (see Section II) would not be processed by the Centers.

VIII. FINANCES

1. Interdistrict Student Exchange

Full Time

a. For each student who transfers pursuant to the provisions of the Plan, the district of attendance will receive an amount of aid from the state which is equal to the sum of its regular state aid for a student plus an amount equal to the per pupil state aid of the sending district; the district of residence will receive an amount of aid from the state equal to one-half of its normal state aid per pupil.

b. Additionally, each student who transfers under the Plan would receive from the state on-half year of tuition-free education at any Missouri state institution of higher education (in which the student enrolls under normal enrollment criteria) for each year completed in a host district.

Part Time

The full costs of part-time programs will be paid by the state.

2. Transportation

Transportation costs related to this Plan will be entirely borne by the state.

3. Start-Up and Related Support Costs

The initial start-up costs and all support costs will be fully funded by the state.

4. Out-of-Cycle ESAA Funding

Contingent upon Court approval of the voluntary plan, the City Board, the State and the other participating districts could apply for an ESAA Out-of-Cycle Assistance Grant or other comparable funding to cover eligible magnet school costs, part-time programs, and related administrative costs. If such funding is secured, the amount funded would be deducted from the State's funding requirement for the Plan.

PLAN'S BUDGET SUMMARY

Magnet Schools		
Lyon ABI	$ 953,519	
Woerner IGE	1,125,803	
Mason ILC	1,153,705	
Gardenville VPAC	1,332,989	
	$4,566,016	$4,566,016
Part-Time Ancillary Programs		
Career Education I	$ 35,747	
Career Education II	34,977	
Consumer Education	10,074	
Ethnic Heritage/Springboard to Learning	30,040	
Springboard to Learning	5,200	
Pairing and Sharing	5,000	
School Partnership	29,150	
Parental Involvement/Public Information	47,000	
English as a Second Language	16,600	

Instructional Planning and Program Development	1,100	
Staff Development	10,000	
	$ 224,888	$ 224,888
Management		
Coordinating Staff	$ 81,323	
Recruitment and Counseling Center	230,539	
	$ 311,862	$ 311,862
Transportation		
Magnet Schools	$ 496,000	
Part-Time Ancillary	42,345	
Regular Programs	640,000	
	$1,178,345	$1,178,345
TOTAL COST OF PLAN FIRST YEAR*		$6,281,111

IX. IMPLEMENTATION OF THE PLAN

Three Phases of Implementation

Year 1	Suggested Activities	Estimated No. of Students
1.	Establish four magnet schools within the city. These schools will replicate programs presently in existence.	1,550 - (1/2 city and 1/2 county)
2.	Provide for exchanges of students in regular programs. County white students enrolled in regular classes would enroll in city schools where space is available and city black students would enroll in county schools where space is available. The number shown is extremely tentative with some consideration being given to a survey conducted in the city. At the present time, we have no basis for projections from the county areas.	2,000- from city

* See pg. 36, Text.

3. Cooperatively plan and implement part-time educational experiences.

a.	Part-time ancillary programs	10,000-11,000 (1/2 city and 1/2 county)
b.	Part-time specialty programs	50- 100 (Reserved for county)
	TOTAL STUDENTS IMPACTED YEAR 1	12,650-14,900

4. Cooperatively plan and implement shared services, e.g.,

   a. Data Processing
   b. Evaluation and Research
   c. Purchasing
   d. Food Services
   e. Staff Development
   f. Any other services wherein cooperation would be advantageous

5. Cooperatively plan and implement staff exchange/staff development activities.

6. Provide opportunities for parental involvement through participation on committees and attendance at seminars/ workshops.

7. Continue Recruitment and Counseling Center and add county site(s).

8. Establish managerial/administrative organizational structure and staff.

Year 2	Suggested Activities	Estimated No. of Students
1.	Establish three or four magnet schools in the county. City magnets would not be replicated unless circumstances dictate.	1,200- 1,400 (1/2 city and 1/2 county)
2.	Increase number of exchange students to:	2,000- 3,000
3.	Increase part-time experiences:	
a.	Part-time ancillary programs	11,000-12,000
b.	Part-time specialty programs	100- 200

NOTE:	Add 1,600-1,800 in Magnets established Year 1	1,600- 1,800
	TOTAL STUDENTS IMPACTED YEAR 2	15,900-18,400

4. Continue and increase shared services as indicated by needs.

5. Continue and increase staff exchanges and staff development activities as appropriate.

6. Continue and expand parental involvement activities as needs and interests of parents indicate.

7. Continue to provide recruitment and counseling services to city and county students as needs indicate.

8. Review effectiveness of managerial/administrative organization by appropriate authority.

Year 3	Suggested Activities	Estimated No. of Students
1.	Establish and implement three or four new magnets in the county.	1,200- 1,400
2.	Increase students involved in student exchanges to:	4,000- 8,000
3.	Increase students who are involved in Part-time experiences	
	a. Part-time ancillary programs	12,000-13,000
	b. Part-time specialty programs	150- 250
NOTE:	Add students previously involved in magnet schools	2,800- 3,200
	TOTAL STUDENTS IMPACTED YEAR 3	20,150-25,850

4. Continue and increase shared services as indicated by interests.

5. Continue and increase staff exchanges and staff development as appropriate.

6. Continue to expand parental involvement activities.

7. Provide recruitment and counseling services to city/county students as needed.

8. Continue managerial/administrative activities and modify as needed.

THE FIGURES USED IN THE OVERALL COMPUTATION OF THE PLAN ARE INCLUSIVE OF CERTAIN COST ITEMS WHICH ARE ALREADY INCURRED AND PAID BY THE STATE, CITY BOARD AND FEDERAL AGENCIES, SUCH AS:

a. FOR STUDENTS: THE STATE AID FORMULA AMOUNTS TO ABOUT $900.00 PER STUDENT IN THE ST. LOUIS PUBLIC SCHOOLS, PLUS CERTAIN ADDITIONAL AMOUNTS FOR DESIGNATED CATEGORIES OF STUDENTS.

b. TRANSPORTATION: THE STATE PRESENTLY ESTIMATES THE COST OF TRANSPORTATION UNDER THE PLAN TO BE $320.00* PER STUDENT, OF WHICH THE STATE WILL BEAR THE COST. ACCORDING TO THE PLAN IT IS ESTIMATED THAT ABOUT 3,550 FULL-TIME STUDENTS WILL NEED TRANSPORTATION AT A COST OF $1,136,000, BASED ON THE STATE COMPUTATION. THE ESTIMATED COST OF TRANSPORTATION FOR PART-TIME STUDENTS AMOUNTS TO $42,345 (770 TRIPS AT $55.00 A TRIP - BUSLOAD - OF STUDENTS), OR A GRAND TOTAL OF $1,178,345.

c. SOME FORMS OF FEDERAL FUNDING THROUGH FEDERAL AGENCIES, THEIR SUCCESSORS OR THROUGH THE STATE UNDER THE PROPOSED BLOCK GRANT FUNDING SHOULD BE POTENTIALLY AVAILABLE.

ACCORDINGLY, THE ACTUAL COST OF THIS PLAN TO THE STATE SHOULD BE CONSIDERABLY LESS THAN THE WHOLE COST OF THE PLAN.

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*The figure of $320.00 is used herein as it is the State's figure, and under this Plan (pages 27-28) the State is charged with negotiating transportation contracts. If the individual districts have this responsibility it is estimated that the cost would be appreciably higher.

CERTIFICATE OF SERVICE

This is to certify that a copy of the foregoing was mailed this 4th day of May, 1981 to all counsel of record.

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